

BELL'S CROSSING ELEMENTARY

804 Scuffletown Road
Simpsonville, South Carolina 29681

GRADES K-5 Elementary School

ENROLLMENT 958 Students

PRINCIPAL Barbara A. Barlow 864-228-5949

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
13	1	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Excellent	Unsatisfactory	Yes
2004	Excellent	Good	Yes

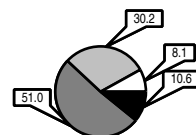
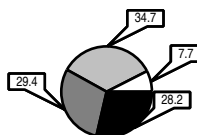
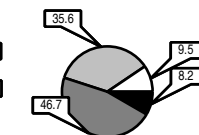
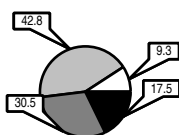
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	484	100.0	9.3	35.7	46.8	8.2	67.7	Yes	Yes
Gender									
Male	230	100.0	15.6	39.0	42.7	2.8	56.9		
Female	254	100.0	3.7	32.8	50.4	13.1	77.5		
Racial/Ethnic Group									
White	371	100.0	7.3	34.5	49.4	8.8	70.6	Yes	Yes
African-American	72	100.0	21.7	42.0	31.9	4.3	49.3	Yes	Yes
Asian/Pacific Islanders	19	100.0	0.0	42.1	47.4	10.5	78.9	I/S	I/S
Hispanic	20	100.0	11.1	33.3	44.4	11.1	66.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	414	100.0	5.3	35.2	50.6	8.9	72.9		
Disabled	70	100.0	32.8	38.8	23.9	4.5	37.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	484	100.0	9.3	35.7	46.8	8.2	67.7		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	480	100.0	9.3	35.9	46.7	8.0	67.6		
Socio-Economic Status									
Subsidized meals	60	100.0	13.7	47.1	37.3	2.0	58.8	Yes	Yes
Full-pay meals	424	100.0	8.8	34.3	47.9	9.0	68.9		

Mathematics - State Performance Objective = 15.5%									
All Students	484	100.0	9.1	42.9	30.5	17.5	64.3	Yes	Yes
Gender									
Male	230	100.0	12.8	39.4	28.4	19.3	63.3		
Female	254	100.0	5.7	45.9	32.4	16.0	65.2		
Racial/Ethnic Group									
White	371	100.0	5.9	41.8	32.2	20.1	70.1	Yes	Yes
African-American	72	100.0	29.0	44.9	23.2	2.9	30.4	Yes	Yes
Asian/Pacific Islander	19	100.0	0.0	52.6	31.6	15.8	73.7	I/S	I/S
Hispanic	20	100.0	5.6	50.0	22.2	22.2	66.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	414	100.0	5.3	42.8	32.9	19.0	69.1		
Disabled	70	100.0	31.3	43.3	16.4	9.0	35.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	484	100.0	9.1	42.9	30.5	17.5	64.3		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	480	100.0	9.1	43.0	30.7	17.2	64.1		
Socio-Economic Status									
Subsidized meals	60	100.0	23.5	49.0	15.7	11.8	41.2	Yes	Yes
Full-pay meals	424	100.0	7.3	42.1	32.4	18.2	67.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	164	100.0	6.3	26.6	58.2	8.9	67.1
	Grade 4	137	100.0	11.2	42.4	45.6	0.8	46.4
	Grade 5	121	100.0	22.6	49.6	27.0	0.9	27.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	163	100.0	6.8	14.8	61.1	17.3	78.4
	Grade 4	181	100.0	6.3	40.8	48.3	4.6	52.9
	Grade 5	140	100.0	17.5	55.5	25.5	1.5	27.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	164	100.0	5.1	40.5	34.2	20.3	54.4
	Grade 4	137	100.0	7.2	44.0	29.6	19.2	48.8
	Grade 5	121	100.0	14.8	47.8	22.6	14.8	37.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	163	100.0	6.8	49.4	29.6	14.2	43.8
	Grade 4	181	100.0	8.6	35.6	33.3	22.4	55.7
	Grade 5	140	100.0	13.1	44.5	28.5	13.9	42.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 958)				
First graders who attended full-day kindergarten	95.2%	N/C	95.5%	100.0%
Retention rate	0.8%	Down from 2.5%	1.4%	2.7%
Attendance rate	97.1%	Up from 97.0%	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%		1.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.8%		0.7%	3.5%
Eligible for gifted and talented	28.0%	Down from 33.6%	39.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.8%	No change	5.6%	8.2%
Older than usual for grade	0.6%	No change	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 50)				
Teachers with advanced degrees	40.0%	Down from 41.9%	59.7%	51.4%
Continuing contract teachers	88.0%	Up from 65.1%	92.0%	87.5%
Highly qualified teachers**	93.0%	N/A	95.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.3%	86.7%
Teacher attendance rate	95.6%	Down from 99.0%	95.6%	94.9%
Average teacher salary	\$38,306	Up 2.3%	\$43,639	\$40,760
Prof. development days/teacher	6.9 days	Up from 5.3 days	10.8 days	12.4 days
School				
Principal's years at school	2.5	Up from 1.5	4.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 22.5 to 1	21.2 to 1	18.9 to 1
Prime instructional time	91.3%	Down from 95.7%	91.4%	90.0%
Dollars spent per pupil*	\$4,147	N/A	\$5,780	\$6,044
Percent of expenditures for teacher salaries*	63.3%	N/A	67.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	93.2%		92.0%	
Highly qualified teachers in high poverty schools**	93.7%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bell's Crossing Elementary School has made great strides in its second year of existence. This is attributed to the tri-fold efforts of home, school, and community. The school is writing the strategic plan and will receive a Peer Review visit for initial SACS accreditation in March 2005. The school has received an "all clear" rating both years. The school media center was fully funded this year to meet SACS standards.

The school received an "excellent" report card rating this year. While we did not make the progress needed to improve on that rating, the school met Adequate Yearly Progress on 21/21 objectives. We realize that our greatest area of improvement lies in the area of English Language Arts. Our school goals utilize strategies to address the needs of all groups of students. This year 95% of the entire staff attended a conference of their choice for professional growth. One teacher received National Board Certification and one teacher is a finalist for the district Teacher of the Year for 2004-05. Presentation standards are taught through grade level productions aligned with the curriculum. Field trips are included as an extension of the school program.

Bell's Crossing is in the second year of implementation of the Baldrige Model for Continuous Improvement. Students and teachers are learning more about how to set goals and measure results. All students in grades K-5 keep data notebooks to track their data. The Student Council gives students opportunities for student leadership and participated in several service learning projects this year. The school provides equal access to enrichment activities with a school-wide Club Day once a month offered during school hours.

Parent involvement is one of the major strengths of the school. Volunteers logged in 100,000 hours this year. The PTA was recognized for the National Parental Involvement Award this year. The PTA received several recognitions at the SCPTA. Volunteers are used throughout the school and on a daily basis. The PTA has provided the school with maps and globes, computer software, instructional support for the classroom and faculty development. Our goal is to increase parental involvement by providing various opportunities for all parents during the year. Monthly parenting sessions are offered on timely issues and family nights encourage quality time at the school. The Bell's Crossing greater community provides support for our school through the Terrific Kid program; many companies sponsor the school carnival and 5th Grade Day, provide grants to the school for environmental study and support children's health initiatives.

The School Improvement Council monitors the school goals, serves as an advisory board to the school and guidance program and is currently involved in writing the strategic plan. The SIC sponsors WEE Care, a new student orientation program.

Mrs. Barbara A. Barlow, Principal Mrs. Betty Finley, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	135	54
Percent satisfied with learning environment	95.3%	80.6%	88.9%
Percent satisfied with social and physical environment	95.2%	83.5%	87.0%
Percent satisfied with home-school relations	90.7%	91.8%	75.5%

*Only students at the highest elementary school grade level at this school and their parents were included.